

**CHOICE OF THE MEDIUM OF INSTRUCTION IN ENGLISH LANGUAGE
CLASSROOM:
A SURVEY STUDY OF TEACHERS' BELIEF AND ATTITUDE**

THESIS

In Partial Fulfillment of the Requirement for Masters'
Degree in English Language Education



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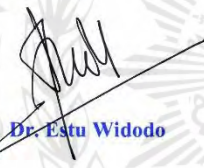
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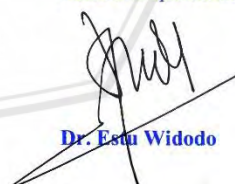


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It has fulfilled the requirements to get
Masters Degree in English Language Education
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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **CHOICE OF THE MEDIUM OF INSTRUCTION IN ENGLISH LANGUAGE CLASSROOM: A SURVEY STUDY OF TEACHERS' BELIEF AND ATTITUDE** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 30 September 2020

The Writer,



NOVI INDRIYANI

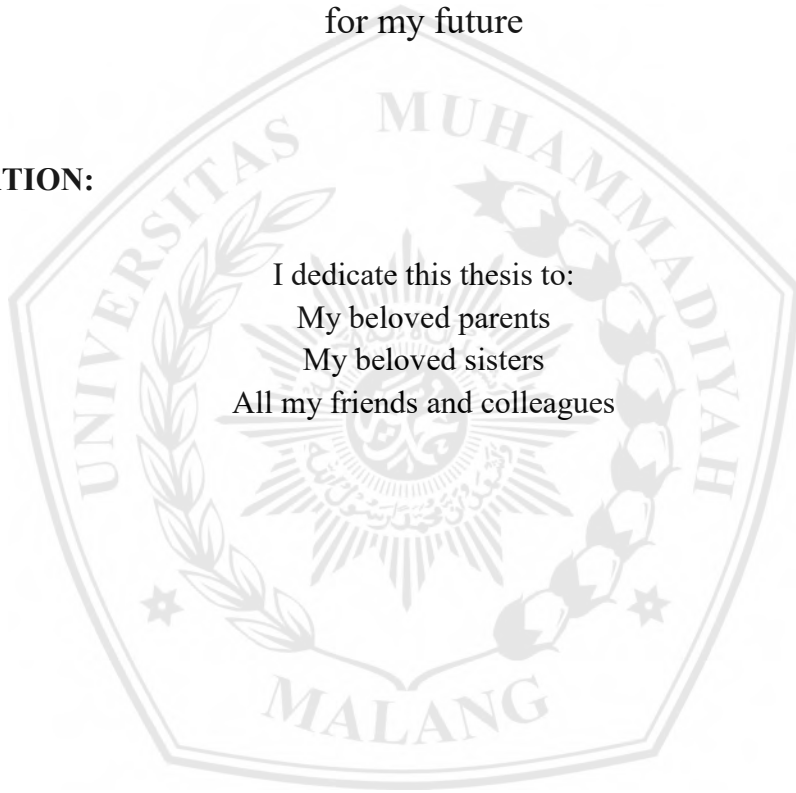
MOTTO AND DEDICATION

MOTTO:

ASTAGFIRULLAH
for my past
ALHAMDULILLAH
for my present
INSHA ALLAH
for my future

DEDICATION:

I dedicate this thesis to:
My beloved parents
My beloved sisters
All my friends and colleagues



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The most and foremost thanks, Alhamdulillahirabbil ‘Ālamēn, goes to my God, Allah Subhānahuwa Ta’ālā, the Lord of the Universe. It is because of His love I managed to finalize this thesis. Grand blessings and peace are upon Prophet Muhammad (peace upon him) who has brought mankind from the darkness to the lightness of religion and knowledge.

I would like to express my deep and sincere gratitude to my advisors, Dr. Estu Widodo and Dr. Hartono who have patiently guided and polished my thesis. Their valuable feedback, critical expertise and encouragement carried me through the effort of writing this thesis.

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Finally, my thanks go to all the people who have supported me to complete this research directly or indirectly.

**CHOICE OF THE MEDIUM OF INSTRUCTION IN ENGLISH LANGUAGE
CLASSROOM:
A SURVEY STUDY OF TEACHERS' BELIEF AND ATTITUDE**

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ABSTRACT

The use of mother tongue in target language classroom is being a controversy for decades. The dilemma of whether or not to use the students' first language/mother tongue (L1) in English language classes has remained an unresolved issue in English language teaching, especially in culturally homogenous educational settings, where the majority of students are monolingual speakers. As in other EFL contexts, in Indonesia, too, English language teachers have long thought that using the mother tongue in language classrooms is a dreadful and risky action, one that they should avoid taking.

This study examines English language teachers' beliefs and attitudes towards the use of Indonesian language in English language classes in Indonesian secondary schools. It also explores their reasons for doing or not doing so on the students' English language learning. The data comprised English teachers' responses to questionnaires gathering their views regarding the use of Indonesian language in English language classes, and in-depth interviews concerning their general opinion about employing Indonesian language in English language classrooms.

The results of this study show that, as far as the beliefs and attitudes towards Indonesian language use in English language classes are concerned. They do generally believe that the amount of English language use should increase substantially as students' progress. This identification of the teachers can raise teachers' awareness of the relationship between beliefs and attitudes and classroom language use. It can also engage their reflection regarding the role of Indonesian language in English language classroom, as well as provide a common pedagogic language for teachers and educators to share and discuss issues from different contexts and cultures.

Keywords: Belief, Attitude, Medium of Instruction, Mother Tongue.

**PILIHAN MEDIUM INSTRUKSI DALAM RUANG KELAS BAHASA
INGGRIS:
STUDI SURVEI KEYAKINAN DAN SIKAP GURU**

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ABSTRAK

Penggunaan bahasa ibu di kelas bahasa target menjadi kontroversi selama beberapa dekade. Dilema apakah akan menggunakan bahasa pertama/bahasa ibu (L1) siswa atau tidak dalam kelas bahasa Inggris tetap menjadi masalah yang belum terselesaikan dalam pengajaran bahasa Inggris, terutama dalam pengaturan pendidikan yang homogen secara budaya, di mana mayoritas siswa adalah penutur monolingual. Seperti dalam konteks EFL lainnya, di Indonesia, juga, guru bahasa Inggris telah lama berpikir bahwa menggunakan bahasa ibu di ruang kelas bahasa adalah tindakan yang menakutkan dan berisiko, yang harus mereka hindari.

Studi ini mengkaji keyakinan dan sikap guru bahasa Inggris terhadap penggunaan bahasa Indonesia di kelas bahasa Inggris di sekolah menengah di Indonesia. Ini juga mengeksplorasi alasan mereka melakukan atau tidak melakukannya pada pembelajaran bahasa Inggris siswa. Data tersebut terdiri dari tanggapan guru bahasa Inggris terhadap kuesioner yang mengumpulkan pandangan mereka tentang penggunaan bahasa Indonesia di kelas bahasa Inggris, dan wawancara mendalam tentang pendapat umum mereka tentang penggunaan bahasa Indonesia di kelas bahasa Inggris.

Hasil penelitian ini menunjukkan bahwa sejauh menyangkut keyakinan dan sikap terhadap penggunaan bahasa Indonesia di kelas bahasa Inggris. Mereka umumnya percaya bahwa jumlah penggunaan bahasa Inggris harus meningkat secara substansial seiring kemajuan siswa. Identifikasi guru ini dapat meningkatkan kesadaran guru tentang hubungan antara keyakinan dan sikap dan penggunaan bahasa kelas. Ini juga dapat melibatkan refleksi mereka tentang peran bahasa Indonesia di kelas bahasa Inggris, serta menyediakan bahasa pedagogik yang sama bagi guru dan pendidik untuk berbagi dan mendiskusikan masalah dari konteks dan budaya yang berbeda.

Kata Kunci: Keyakinan, Sikap, Media Instruksi, Bahasa Ibu.

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INTRODUCTION

This chapter provides an overview of research. It covers: background of the research, research problem, objective of the research, significance of the research, scope and limitation, and definitions of the key terms.

Background of the Research

The use of mother tongue in target language classroom is being a controversy for decades. The dilemma of whether or not to use the students' first language/mother tongue (L1) in English language classes has remained an unresolved issue in English language teaching, especially in culturally homogenous educational settings, where the majority of students are monolingual speakers. As in other EFL contexts, in Indonesia, too, English language teachers have long thought that using the mother tongue in language classrooms is a dreadful and risky action, one that they should avoid taking.

Despite the importance of the use of the target language being ingrained in teachers minds throughout the world, it appears that this is not always reflected in the language classroom, as empirical studies reported low levels of TL use (Pablo et al., 2011). This would indicate a reliance on L1 when teaching TL and a number of studies have gone on to quantify L1 usage and explore the reasons for its use. In addition to an acknowledgement of L1 in language teaching, research reveals that the monolingual approach is increasingly the subject of debate and the ideas behind its methodology are being challenged, particularly with regards to the foreign language classroom where teachers and learners often share the same L1 (Turnbull, 2001). Scholars have their own principled positions on this issue and the studies mentioned earlier reveal that

teachers make their own judgements regarding the use of the L1 according to the context of their classroom.

Literature on the topic show that practices of English language teaching in the educational institutions both at lower and tertiary levels are heavily dependent upon on the teachers' discrete autonomy around the world. Teachers exert great influence on methodology and class room activities. These practices are largely driven by their beliefs, regardless to the institutional and government policy whatever they emphasis.

By way of explanation, teachers' beliefs and attitudes are important in understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life for their general wellbeing. At the same time, they shape students' learning environment and influence students' motivation and achievement. Undoubtedly, teaching is a complex process which can be conceptualized in a number of different ways as mentioned by (Richards, 2007). The teachers' beliefs in using code-switching in the classroom could also be linked to the strategies that they believe will work in their teaching and learning.

Understanding the past and present situations and the possible values of using L1 constructively can raise teachers' awareness and deepen their understanding of the code-switching practice in language classroom. It may also help develop principles which can apprise practitioners of the decisions on the use of L1 in TL pedagogy.

Current research on the topic shows great degree of disagreement among the opinion of the practitioners and researchers. As Howard point out 'what is in vogue in the literature does not necessarily reflect what is actually happening in all parts of the world' (Howard, 2012). One group of researchers totally rejects the efficacy of use of

L1 and propagates the only use L2 to maximize the exposure of the learner to the target language. While others are against the total deletion of L1 from L2 classroom, and they insist on at least judicious use of L1 for specific purposes to maximize the learning opportunity.

Research on the topic is multifaceted, as every study addresses certain aspect of L1 use and provides certain implications for the teaching. Some researchers survey actual practices in the classroom and compared it with the beliefs and attitude of teachers and students about it. Several studies investigate the purposes and functions of its use. Results of the studies show that there is some degree of confusion whether or not L1 should be used and if it has some value, in their point of view, then when and what amount of L1 should be used in L2 classroom. The goals of this paper are, firstly, to examine teachers' belief and attitude of the use of mother tongue in teaching English.

Statement of Problems

Based on the background of the study, this research is intended to investigate the teachers' belief and attitude towards the use of Indonesian language in English language classes. To be more specific, the problems are specified as follow:

1. What are the English language teachers' belief towards the use of Indonesian language in English classes of private Madrasah Aliyah in Kota Malang?
2. What are the English language teachers' attitude towards the use of Indonesian language in English classes of private Madrasah Aliyah in Kota Malang?

Objectives of the Research

Based on the statement of the problems mentioned above, the research is intended to describe the teachers' belief and attitude towards the use of Indonesian

language in English language classes. More specifically, the objectives of the research are specified as follow:

1. To investigate the English language teachers' beliefs towards the use of Indonesian language in English classes of private Madrasah Aliyah in Kota Malang.
2. To find out the English language teachers' attitude towards the use of Indonesian language in English classes of private Madrasah Aliyah in Kota Malang.

Significances of the Research

It is hope that the results of this study will provide insight to readers about how practicing English language teachers view the controversial issue of using Indonesian language in English language settings in terms of their beliefs and attitude. This may then provide a conceptual model or guidance for teachers, especially novices, as to when Indonesian use may assist learners learning English. Also, understanding the values of using Indonesian language in English language classes may help inform and fine-tune the current and future MOI policy.

Scope and Limitations of the Research

This study is focused on determining teachers beliefs and attitudes of the use of Indonesian language in teaching English language. This study limits the scope of data derived from English teachers in private Madrasah Aliyah in Kota Malang.

Definition of the Key Terms

There are some key terms included in this research. In order to give more insight to the reader and avoid misunderstanding and ambiguity toward the terms and misconception of the ideas used in this research, the key terms are described as follow.

1. *Medium of instruction*: is the language instruction use to teach English language subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English (Dearden, 2016)
2. *Belief*: are an important issue in every area that is related to human behavior and learning (Albirini & Abdulkafi, 2016; Chang, 2011; Sandoval Pineda, 2011). Beliefs have a key role in language teaching. They help persons make sense of the world, impacting how new information is understood, and whether it is accepted or rejected. Beliefs depict memories and adjust our understanding of occurrences.
3. *Attitude*: (Allport, 1927) defined an attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. A simpler definition of attitude is a mindset or a tendency to act in a particular way due to both an individual's experience and temperament.

REVIEW OF RELATED LITERATURE

This chapter elaborates a brief description and explanation about the theoretical framework and the previous studies which are related to the research.

Theoretical framework includes the theories used in this research that contains these points; (1) History of monolingual teaching, (2) The debate surrounding the role of the L1 in the L2 classroom, (3) Teacher beliefs about the use of mother tongue in English classes, (4) Teacher attitude about the use of mother tongue in English classes, and (5) Teachers beliefs and attitudes towards the use of L1. The detail explanation as follows:

History of monolingual teaching

The teaching of foreign languages has not always been dominated by the monolingual approach. For several centuries the L1 played a central role in the teaching of classical languages whereby the focus was on translating written texts and developing the learners ability to read and write in the L2 rather than provide them with the ability to communicate verbally (Stern, 1992). Known as the grammar translation method, it became a dominating feature in early modern language teaching and this cross-lingual approach, that is, teaching the L2 through the medium of L1, was an accepted norm (Lightbown & Spada, 2006; Stern, 1992).

However in the late nineteenth century, as a reaction to the shortcomings of the traditional grammar translation method and as emphasis shifted towards spoken rather than written language, methods favouring a monolingual approach became influential. The overriding principle of these methods was to prevent interference from the L1 by keeping the two languages apart, as two separate systems, known in sociolinguistics

as ‘coordinate bilingualism’ (Widdowson, 2003, p. 150). The Direct Method, also referred to as the Natural Method, was particularly favoured in Europe. It not only rejected the use of L1 but grammar was taught inductively in the belief that language learning mirrored first language acquisition.

However, its lack of ‘methodological basis’ was heavily criticised alongside its strict techniques, considered by some to be ‘counterproductive’ (Richards & Rodgers, 2001, p. 13). Nevertheless, since the Direct method, most teaching methods have avoided the use of the L1 in the classroom (Spada, 2007). For example, the Audio-Lingual Method, an intensive language programme implemented in the US in the 1950s, advocated exclusive use of the L2 (V Cook, 2001).

Influenced by behavioural psychology and structural linguistics, it relied on drills and habit formation and considered speech to be the ‘primary medium of language’ (Richards & Rodgers, 2001, p. 55). Despite being widely used for teaching English and other foreign languages, the practical results proved to be disappointing. Furthermore, the development of cognitive learning theories and Chomsky’s theory of universal grammar, that in contrast to behaviourism, believed humans had an innate capacity for language learning, eventually led to its methods being called into question (V Cook & Singleton, 2014).

The 1970s and 80s, saw the influence of second language acquisition theories (SLA) on language teaching (Hall & Cook, 2012). Pivotal in promoting maximum use of the target language, Krashen’s input hypothesis posited that exposure to significant amounts of comprehensible TL was an essential requirement for second language acquisition and for improving L2 proficiency (S. D. Krashen, 1985). Using the L1 on

the other hand, would deprive learners of this input. In addition, it was claimed ‘there is no interface between acquired and learnt knowledge’, in other words, acquisition and learning were two independent systems (Ellis, 1984, p. 138). According to Krashen (cited in Spada, 2007), the reason L2 learners never fully mastered the L2 was because formal instruction was ineffective. This implied that teaching should be based on the way children learn their first language, however learning a language a few hours a week, cannot be compared to acquisition of L1 (Copland & Garton, 2014). Furthermore, Hall and Cook (2012) question the notion that ‘the fact that monolingual L1 children do not have another language means L2 learners should not rely on their other language’ (p. 406), and studies have shown the benefits of L1 knowledge on L2 learning (Spada, 2007, p. 280).

Krashen’s hypothesis and theories supporting the notion that language proficiency is promoted by meaningful interaction, have played a major role in the evolution of Communicative Language Teaching (CLT). There are however, different interpretations of the communicative approach and this too has been reflected in the attitude towards the L1, with the weak version of CLT described as ‘learning to use English’ and the strong version as ‘using English to learn it’ (Spada, 2007). Critics argue that communicative approaches, not so much forbid the use of the L1 but ‘ignore its existence’ except when giving advice on how to minimise its use (Atkinson, 1987; V Cook, 2001, p. 404). Swan (1985) notes the ‘conspicuous absence’ of the L1 in CLT and questions, in much the same way as Hall and Cook, why so little attention is paid ‘to what learners already know?’ (2012, p. 86). Nevertheless, CLT has been one of the most influential approaches in the history of foreign and second language teaching (Spada, 2007).

Despite researchers questioning Krashen's work and the argument that there is, 'no solid theoretical evidence to support any case for a methodology involving 100% TL, (Atkinson, 1993a, p. 2), monolingual principles became the driving force behind commercial language teaching enterprises. In addition it has been argued that the development of the monolingual approach was influenced by both political as well as pedagogical factors (Auerbach, 1993; Phillipson, 1992). English monolingual products have been marketed worldwide for implementation by native speakers, eliciting the claim that 'avoidance of the L1 is a practical necessity in much EFL' (Hall & Cook, 2012, p. 275). Moreover, Krashen's hypothesis alongside monolingual principles have had a lasting influence on teaching methods and teachers' beliefs in the twentieth century (Atkinson, 1987).

Recent years have seen a decline in the support for the English only rule, as evidence suggests that the rationale used to justify this principle is 'neither conclusive or pedagogically sound (Auerbach, 1993, p. 15). Although there is a general consensus that it is beneficial to maximise learners exposure to the L2, there is an increase in attention to the merits of L1 in language learning yet little consensus about its use. The following section shall explore the current debate surrounding the role of the L1 in the L2 classroom and why on the one hand its use may disadvantage learners and on the other hand, support language learning.

The Debate surrounding the role of mother tongue in the English language classroom

Literature suggests that proponents of monolingual teaching organise their support around principles that relate to several factors: a naturalistic approach to

language teaching; the separation of L1 and L2 to avoid interference and maximising the input and output of the L2 by avoiding the L1 (V Cook, 2001, p. 402) . Proponents of bilingual teaching on the other hand, argue that there is insufficient evidence that teaching exclusively in the TL results in improved learning and that the exclusion of the L1 in order to maximise learners' exposure to the L2 can be counterproductive (V Cook, 2001; Hall & Cook, 2012; Macaro, 2001). Furthermore, codeswitching, in other words, alternating between two languages, is a natural occurrence between speakers who share two languages and can therefore be an important pedagogical tool if conscious decisions are made about its use (Castellotti & Moore, 1997, cited in V Cook, 2001). Moreover, Auerbach (1993) points out, 'although practitioners rarely advocate the indiscriminate use of the LI, they do report finding the selective and targeted integration of the LI useful' (p.21). These findings alongside arguments and counter-arguments will be looked at in more detail.

As discussed in the previous section, the naturalistic approach is that L2 learning models L1 learning and acquisition is more effective than learning. This view however, seems to ignore the reality of most FL classrooms. B. A. McMillan and Rivers (2011) note that it must be taken into consideration that 'classrooms can only provide a tiny fraction of the comprehensible input from interaction with, and feedback from accomplished speakers that would allow learners to holistically guess their way to grammar' (p. 252) . With reference to the L1, Krashen argues that learners 'fall back' on its use when unable to express themselves in the L2 and that only by 'acquiring' the target language as opposed to consciously learning it, 'will interference be overcome' (Krashen & Terrell, cited in Song & Andrews, 2009, p. 26). Challenging this notion, Kupferberg & Olshtain, observed that learners exposed to conscious

learning, in the form of explicit contrastive instruction, outperformed the group that had only received naturalistic input (cited in Song & Andrews, 2009, p. 29).

Although it would seem natural for one language to influence another, interference from the first language is often used as an argument for avoiding the use of the L1 (Widdowson, 2003). Influence does not have to be negative, knowledge of one or more languages can have a positive effect on language learning especially if the languages are closely related as learners may recognise cognate words and basic principles of syntax (Lightbown & Spada, 2006). Although Lightbown and Spada (2006) argue ‘the transfer of patterns from the native language is one of the major sources of errors in learner language’ (p.187), they also acknowledge that pointing out similarities can allow the learner to use the L1 as a tool rather than see it as a hindrance. Contrastive analysis (CA), though recognising the L1, previously did so to prevent interference rather than facilitate learning (Widdowson, 2003). There have however been developments in CA that support the notion that conscious comparisons between languages can be beneficial to language learning. But is it possible for teachers to prevent learners from transferring languages and why should they? According to Cook (1992) ‘L2 processing cannot be cut off from L1’ as language learners use their L1 while processing the L2 (p. 558). As most FL teachers have probably observed, even though they may wish, teachers cannot prevent learners from translating in and out of languages (Swan, 1985). More importantly, although ‘interlanguages’ contain errors caused by L1 interference, ‘it is not always realised that a large proportion of the correct features in an interlanguage also contain a mother tongue element’ (Swan, 1985, p.85). In support of these arguments, Stern (1992) posits that , ‘the L1-L2 connection is an indisputable fact of life’ (p. 282) and findings from a study by Scott

and Fuente (2008) demonstrated that even in an exclusive L2 environment, learners resort to the use of L1 ‘in their minds’ as they translate the text, recall grammar rules, review the task, and plan what to say in the L2’ (p.109).

According to Krashen’s affective filter hypothesis (1982), in order for learners to be receptive to comprehensive input, the affective barriers should be low. Scott and Fuente (2008) however, observed that the exclusive use of L2 had a negative impact on learners due to the heavy cognitive load it imposed upon them, subsequently inhibiting their participation in collaborative tasks. Though not endorsing random use of the L1, and supporting an almost exclusive use of L2 for ‘communicative interactions’, Scott and Fuente (2008) suggest that banning the use of the L1 causes ‘two languages to compete, causing frustration and cognitive strain’ (p. 110). Similarly, Macaro ((2006, cited in Hall & Cook, 2012, p. 290) suggests that immediate translation and codeswitching between languages reduces cognitive load and can be an efficient shortcut. Levine (2003), who studied beliefs and attitudes towards foreign languages in universities in the US, found that learners able to use their L1, were less anxious about the TL yet disagrees with Cook’s suggestion that L1 be used specifically for this purpose. In addition he writes that teachers tend to overestimate learner anxiety and posits that ‘avid use’ of the L1 was likely to give rise to TL anxiety. Atkinson (1993b) also suggests that limited use of the L1 can have a powerful effect on reducing the stress and frustration that language learning can cause for some. Weschler (1997) discusses several anecdotal accounts of the effect of L1 and L2 use in the classroom, probably recognisable for many FL teachers. He noted that weaker students felt excluded and discouraged in TL only classes, whereas the L1 could have been used to support and encourage learning (Klassen cited in Weschler, 1997, p. 26). A native

speaker of English reported improvement in the rapport with students in and out of the classroom once able to communicate in their L1 (Leachtenauer cited in Weschler, 1997, p. 26). Though it is suggested there is a correlation between TL use and anxiety, it should be noted that this is not always the case and that maximised use of the TL has also been seen to positively influence learners' motivation and attitude towards the new language and its culture (Gardner & Lambert cited in Turnbull & Arnett, 2002).

Furthermore, proponents argue that the L1 can be used as a resource to enhance learning in a number of ways . Teaching grammar in the L1 can help build a 'solid foundation' (Butzkamm & Caldwell, 2009, p. 103) for the L2 as learners can refer to the grammar of their mother tongue, albeit subconsciously . More specifically, referring to the L1 when teaching collocations can be useful, as learners are made aware of the language differences (Butzkamm & Caldwell, 2009). Nesselhauf, (cited in Butzkamm & Caldwell, 2009, p. 109) advocates a similar approach when teaching idioms, arguing they 'have to be learnt with their MT counterparts'(p.208). Nevertheless, it should be taken into consideration that idioms are often culture bound and comparisons could become problematic. Cedar (2008) warns that although structurally similar idiomatic counterparts can facilitate learning, structurally different ones may actually impede it.

FL teaching time is often limited and exclusive use of the TL can be time consuming. Further reasons cited for allowing L1 is that it can be very time efficient and can offer opportunities for concise and efficient language explanations (Butzkamm & Caldwell, 2009; Polio & Duff, 1994).

In support of the bilingual approach, Nation (2003) argues that preparatory work for tasks, when carried out in the L1, supports L2 learning and can even improve L2 performance. Similarly, Krashen (1985) proposes offering background information in the L1 as an aid for making input comprehensible. This may seem controversial as it acknowledges the use of L1 in acquisition, however it is in the context of bilingual language programmes. Cook (2001) suggests that task-based learning approaches, which generally advocate exclusive use of the L2, can also be supported through the use of L1 as students ‘may explain the task to each other, negotiate roles they are going to take, or check their understanding or production of language against their peers’(p.418).

One of the most convincing arguments for not using the L1 in the classroom is that it will deprive learners of valuable L2 input and research shows that input is essential for second and foreign language learning (Turnbull, 2001). Researchers underscore the importance of providing learners with ‘a rich TL environment’ (Chaudron cited in Turnbull, 2001, p. 532) in order for teachers to provide optimum conditions for language learning. However the notion that the teacher is often the ‘sole linguistic model’ for learners and therefore ‘their main source of TL input’ (S. Krashen, 1982; Littlewood & Yu, 2011; Turnbull, 2001) would seem unjustified in today’s digital society. With the expansion of the internet, most learners nowadays have access to a multitude of English language sources, providing them with a wide variety of English language input outside and inside the classroom (Swain, Kirkpatrick, & Cummins, 2011). However, though some researchers argue that increased exposure maximises language learning potential (Carroll, Clark, Edwards & Handrick, 1967; Wolf, 1977 cited in Turnbull, 2001) there does not seem to be a

consensus as to what is optimal exposure from a theoretical or pedagogical point of view. Others argue that exposure alone does not guarantee ‘intake’ and that factors such as materials, teachers, methodology and interaction and/or output appear to determine if input becomes intake (Turnbull, 2001, p. 533; Phillipson, 1992, p. 210).

In conclusion, evidence suggests use of the L1 can have significant pedagogical, cognitive and affective benefits, yet overuse has its pitfalls, as over reliance on the part of teachers and learners can lead to a failure to maximise the use of the TL (Edstrom, 2006; Polio & Duff, 1994; Turnbull & Arnett, 2002). Proponents of L1 however, do not promote its indiscriminate use, rather a ‘principled and purposeful’ deployment which is not only effective for language learning but can play a role in increasing the use of the TL (Hall & Cook, 2012, p. 292). Furthermore, there seems to be no evidence supporting the requirement for an exclusive use of the L2 or for an exclusion of the L1 (Atkinson, 1987; V Cook & Singleton, 2014). Although the literature offers many arguments as to what is best practice, what is the reality in the language classroom? Macaro (1997) comments that with the exception of mixed L1 classes, exclusive use of L2 ‘is rarely encountered in any learning context’ (p.96). This study hopes to shed some light on what may be occurring in Dutch classrooms. However before that is discussed, the following sections will explore previous studies into teachers’ use of the L1, how much they use and why they use it.

Teacher beliefs about the use of mother tongue in English language classroom

Richards (1998) state that teachers’ beliefs systems are established on goals and values that teachers keep in relation to the content and teaching process, moreover, it is related to their understanding of the systems in which they work and their roles

within it. This process allows teachers on their decisions making and action taking into account their values and beliefs and at the same time it contributes to get a culture of teaching.

According to (Richards, 1976), teaching cultures are embodied in the work-related beliefs and knowledge teachers share - beliefs about appropriate ways of acting on the job and rewarding aspects of teaching, and knowledge that enables teachers to do their work.

Teacher's beliefs can affect and give some advantages in the learning process that the students get in class. Therefore, teachers' beliefs may influence the way they teach a lesson. This aspect is important because some teachers acquire their own beliefs through the time and thus the teacher may keep one teaching method. In addition, as Floden affirm "it is correct to say that beliefs are built step by step through the experiences of the teacher has in the classroom." The role that a teacher has in the classroom determines the actions and behaviors of teaching, this in order to fulfill a target on students.

Turning to Clark & Peterson (Hinkel et al., 2005), beliefs are the assumption to what teachers do as a reflection of what they know and believe, and that teacher knowledge and "teacher thinking" provide the underlying framework or schema which guides the teacher's classroom actions. In this case, the actions in the classroom is an example of the knowledge and the image of ideal teachers. Therefore, teacher's beliefs are related to the context in which he/she found and the actions that they do in class could affect the learning process context.

The use of the mother tongue in EFL classroom is a topic that has different perspectives. For this reason, it is important to point out various teachers beliefs about the use the mother tongue in English class. This project aims to describe the teachers' beliefs about the use of mother tongue in English class in a bilingual school.

Richards and Weber (Tucker, 2010), argue that “teacher talk’ as, ‘a typical variety of language sometimes used by teachers when they are in the process of teaching’. In trying to facilitate communication, teachers often make adjustment to both language form and language function.” As the author said some of the teacher can modified the way to speak in class, so here the teacher uses their first language to facilitate the English learning process in the students, this kind of adjustment in the language could be determinate by beliefs when the teacher has to teach. Therefore, it is important to emphasize that some of the teacher has also beliefs when they have to speak in English or adjusting the language to the mother tongue.

In recent years, the teacher's beliefs have been influenced by the teaching culture. Freiman-Nemser and Floden state that “Teaching cultures are embodied in the work-related beliefs and knowledge teachers’ share - beliefs about appropriate ways of acting on the job and rewarding aspects of teaching, and knowledge that enables teachers to do their work.” Teachers are expected to integrate cultural components because language teaching has been influenced by a significantly different perspective on culture itself. This perspective defines culture in terms of knowledge, values, beliefs, and behaviors that a group of teachers share. In other words, it has been said that the culture has an important influence in teaching practices.

Regarding beliefs about teaching, the system of teacher beliefs has many different sources that gives some hypothesis about why the teacher uses these beliefs for teaching English, as follows:

- Their own experience as language learners: In this case, many teachers started to learn as students and in this part of the learning process, they acquired experiences about how they can teach in their classes. For this reason, from the learning process, the teachers start to acquire a belief to use in their classes. Here is when the teachers remember when they were students; they remember that they need to include in their teaching process what was missing when they were in their learning process of a language.
- Experience of what works best: Some of the teachers have beliefs about the strategies they can use in class. All of the teacher always in their experience has new strategies that could be very functional depending on the context.
- Educationally based or research-based principles: this hypothesis highlights teachers' understanding of a learning principle in second language acquisition, or education and try to apply it in the classroom based on their beliefs and reports observed in class.

To sum up, teachers do not have innate beliefs. They build this type of beliefs through the experiences that they have in their classroom. In addition, they develop some strategies. In order to use this type of beliefs as a medium to the students learn in a more effective way. The teacher acquires a belief through their experiences and these experiences are converted into opportunities for improvement in their classes.

Teachers' attitudes toward using mother tongue in English language classroom

Studer & Konstantinidou (2015), investigated the value of using learners' MT (Spanish) in the English classroom at Puerto Rico University. The collected data revealed that the majority of students and teachers had positive attitude toward using Spanish during English lessons. Both teachers and students thought it was appropriate to use L1 to explain difficult concepts, check understanding and define new vocabulary items. However, they did not see a value of using L1 to test. Schweers argued that L2 could "be learned through raising awareness to the similarities and differences between the L1 and L2" (p. 13). He also stressed the importance of bringing learners' L1 back to L2 classes as this would lead to positive attitudes toward learning another language. Limited and judicious use of L1 could be tolerated because of its pedagogical and affective benefits.

Another important study was carried out by Burden (2001). It explored the issue of when learners and their teachers felt there was a need to use Japanese in English classes. The results indicated that there was a general agreement between teachers and students regarding the importance of L1 use in the TL classes. The surveyed teachers and students also believed that it was acceptable to use L1 to explain new vocabulary, give instructions, teach grammar and check comprehension. Burden emphasized the value of occasional inclusion of L1 in L2 classes to meet learners' psychological need of not portraying their MT as an inferior to the TL

Du (2016), researched both students' and teachers' attitudes toward using their mother tongue (Chinese) during L2 (English) classrooms. The study findings indicated that students as well as teachers held positive attitudes toward using L1 (Chinese)

during English classes. They saw a value of using L1 to discuss difficult grammatical rules and to explain challenging vocabulary items, to practice new phrases and expression. Tang concluded that “limited and judicious use of the mother tongue in the English classroom does not reduce students’ exposure to English, but rather can assist in the teaching and learning processes” (p. 41).

In a similar study, examined teachers’ and learners’ attitudes toward using Nepali in EFL classes. The results showed that the students and teachers realized that Nepali should be used in the English classes. They thought that it was important to utilize L1 to explain difficult vocabulary, discuss complex grammar rules, clarify difficult concepts, and practice the use of new expressions and phrases. They argued that banishing L1 from English classroom would negatively affect students’ progress as this would certainly deprive the students of certain opportunities to learn more and better (Omplication et al., 2006).

In an Arab context, Al-Nofaie (2010) carried out research to examine the Saudi teachers’ and students’ attitudes toward using Arabic as a facilitating learning tool in the English classroom. The findings indicated that the study participants had positive attitudes toward using L1 in EFL classes. Both teachers and students were convinced of the value of limited and judicious use of Arabic in English classes. They believed that excessive use of Arabic would hinder their learning and affect it negatively. They also preferred to use Arabic to a) give exam instructions, b) translate new words, and c) contrast between English and Arabic.

Teachers beliefs and attitudes towards the use of mother tongue in English language classroom

Prior to the 1970s, studies mainly examined teachers' classroom practice and its effect on students' learning, however the development of cognitive psychology altered perspectives in research and focus turned to teachers' cognition, in other words, what they know, feel and think and its relation to what they do (Debreli, 2012). Debreli also offers insight into the relationship between beliefs and classroom practice. He states that teachers' beliefs are influenced by their own experiences as learners, can 'outweigh' what is learnt during teacher education. Significantly though, he argues that 'beliefs influence practices but practices can also lead to changes in beliefs.

Though still limited, an increasing number of studies have explored teachers' beliefs and attitudes towards L1 and L2 and offer insight into the relationship between beliefs and classroom practices. Bateman (2008) studied ten US student Spanish teachers' initial attitudes and beliefs toward the use of the L2 and how these evolved during their teaching practice. Each student was assigned a teaching placement at a local middle school, junior high or high school. All the students supported a maximum use of the TL, yet the experiences and challenges of the classroom influenced their beliefs about achieving their goals and their attitude towards future practices. Some of their reasons for reverting to the L1 pertained to themselves as teachers. One of the main factors was classroom management and the fear of 'discipline problems if they avoided its use: a factor many inexperienced and possible even experienced teachers can probably relate to. In addition, factors such as lack of time, lack of comfort when using the L2, and wanting to build rapport with learners were also mentioned. Other factors were related to the learners themselves, particularly learners' limitations, such

as ‘language level, cognitive development and motivation level’ (p.21). Bateman noted that the mentor teacher’s attitude towards L1 and L2 also influenced that of the students. In a summary of studies on teachers’ attitudes to L1 & L2 use. (Briggs et al., 2018) noted that the one of the main reasons’ teachers resorted to the L1 was the ability of the learner, and they did so in the hope of preventing confusion and demotivation.

In a study at a university in China, (Shen & Song, 2008) investigated four English teachers’ beliefs towards the use of L1. She found that though they generally had a positive attitude towards the use of L1, there were both consistencies and inconsistencies in their stated beliefs and classroom practice. Though some of their beliefs were evident in the classroom, other contextual factors seemed to affect their classroom behaviour. For some teachers, students’ abilities played a role, time pressures seemed to affect the behaviour of others, however in contrast to other studies, lack of ‘confidence or competence’ was not a major influence. After evaluating her own use of the L1, Edstrom (2006) confessed that her own ‘pedagogical beliefs’ were not always reflected in her classroom practice. Despite favouring maximum L2 use, other factors influenced her language choices, such as ‘moral obligations’ to her students and language teaching goals. (Omplication et al., 2006) examined ten university teachers’ beliefs and practices concerning L1. All supported an exclusive use of the L2 and this belief was reflected in their classroom practice. Ford (2009) concluded that their classroom practices ‘were more the result of personal beliefs and experiences, practical considerations, personality and intuition,’ rather than adhering to institutional policies or pedagogical and language learning theories. However, it should be noted that they were all highly qualified native speaker teachers working within a coordinated programme with state-of-the-art facilities, luxuries not afforded

to all foreign language teachers. More importantly though, one teacher noted, ‘Once you start speaking in Japanese at all then they don’t work so hard, they don’t listen as hard, they start thinking more in Japanese’, a factor teacher sharing the learners L1 simply cannot avoid.

To summarise, despite the domination of the monolingual approach for much of the past century, there is evidence of growing support for the L1 as a tool for language learning. Empirical studies of teachers’ beliefs on the use of L1 and observations of their classroom practices suggest that though the majority of teachers are in favour of maximising the L2, the majority are not in favour of excluding the L1. Nonetheless, personal or pedagogical beliefs may not always take priority in the classroom as other factors may influence language choices, such as learner’s ability, pupil’s behaviour and the realities of the classroom in general. In addition, other factors such as internal and external policies may be given priority.

RESEARCH METHODOLOGY

This chapter describe a set of methodology, which covers the overview of the research design and method of the study. It particularly discusses; research design, data source, data collection, and data analysis are elaborated afterwards.

Research Design

Research design is important for the researcher to analyze the data to get a clear understanding of the phenomena. The design of this research is a survey. It is intended to gather the information on the teachers belief and attitude toward the use of L1 in L2 classroom. According to Ary, Jacobs, & Sorensen (2010) this procedure is allowed as a survey is any procedure to gather and describe the current status of population under study, include attitudes, opinions, and any necessary information from participant of the study.

Data Sources

This study was conducted in the 13 private Madrasah Aliyah in Kota Malang where all teachers and students are Indonesian who speak Indonesian language as their L1. As many as 17 English language teachers from 13 private Madrasah Aliyah were involved in this study. The teachers were selected as the participant because they could provide the data in detail about their belief and attitude toward the use of Indonesian language in English language classroom.

Research Methods and Data Collection

The research adopted a mixed methodology combining both qualitative and quantitative approaches in data collection and data analysis (Patton, 2002). Data were

collected from questionnaires and semi-structured interviews. All the data collected were treated confidentially and anonymously.

1. Questionnaires.

To engage teachers' beliefs and attitudes, altogether 17 questionnaires were distributed to the English panel teachers of the 13 participating schools. The questionnaire comprised three parts. The first part collected some basic background information of the participants (e.g., educational background). The second part elicited attitudinal information regarding their beliefs and attitudes towards the use of Indonesian language in English language teaching. The final part allowed them to express freely the reasons why they use Indonesian language in their classes and the perceived effects on students' English language learning.

2. Semi-structured interviews.

Based on the information gathered from the questionnaires, the researcher invited the teachers for an in-depth interview to engage in deeper reflection. During the interviews, which lasted for about 30 minutes each, the teachers were asked to confirm some of their responses in the questionnaires and, from their own learning and teaching experience reflect on (i) their beliefs and attitudes towards the use of Indonesian language in English language classes, (ii) the reasons for resorting or not resorting to the use of Indonesian language, and (iii) their perceived effects of employing Indonesian language on students' English language learning. With their consent, all the interviews were audio-recorded and conducted in the teachers' L1 so that they can express themselves

more comfortably (McKay, 2006). The significant portions were translated and transcribed into English.

Data Analysis

Since all participants responded to the same set of questionnaire, the data collected can be compiled and compared fairly easily (Seliger & Shohamy, 1989). Descriptive statistics was used for comparative analysis. Transcripts gathered during the data collection process were first read through by the researcher quickly; key words were highlighted and the main ideas were written on the margins. Similar and overlapping ideas were then merged together to form new themes. Data from the interviews were compared and checked against the broad categories formed (McKay, 2006; Nunan, 1992). By doing so, the reasons and effects of L1 use in L2 classes could be formed and thus the research questions could be addressed. In this study, the data obtained were triangulated using multiple methods (i.e., questionnaires and interviews). This could ensure the credibility and validity of the results.

RESEARCH FINDINGS AND DISCUSSION

Research findings and discussion are presented in this chapter. The findings of this research are in line with the statement of problems, it is concerned with teachers' belief and attitude towards the use of Indonesian language in English language classroom. The discussion deal with interpretation of the findings based on the relevant theories and previous findings.

Research Findings

The report on the findings was related on two research questions; teachers' belief towards the use of Indonesian language in English classes and teachers' attitude towards the use of Indonesian language in English classes.

Teachers' Belief Towards the Use of Indonesian Language in English Classes

The first research question aims to gain an understanding of the English teachers' beliefs in concerning the use of Indonesian language in the English classes. The following findings from the questionnaires and interview that reflect the belief of the use if Indonesian language in English language classes.

Table 4.1. Selected teachers' belief towards the use of Indonesian language in English language classes

		Strongly Disagree (1)	Disagree (2)	Agree (4)	Strongly Agree (5)
1.	To me, it is best to only use English in English classes.	9,1%	63,6%	27,3%	
2.	My students should be exposed to as much English as possible in English classes.		45,5%	54,5%	
3.	Using Indonesian language saves my time in explaining an abstract concept.		36,4%	36,4%	27,3%
4.	My use of Indonesian language reduces my students' exposure to English	9,1%	63,6%	18,2 %	9,1%
5.	My students become more dependent on Indonesian language when I use it to explain difficult concepts.	9,1%	27,3%	45,5%	18,2%
6.	Supplementing a little bit of Indonesian language when teaching vocabulary and grammar can facilitate my students' English learning		9,1%	63,6%	27,3%

From the table above it can be conclude that the teachers posses different belief towards the use of Indonesian language in English language classes. The sole use of English is not valued as highly as the highest of English language supports. The English language teachers' here belief that learner shoud have as much exposure to English language as possible rather than Indonesian language. They show more possitive interest of using Indonesian in teaching English; However, they also

understand the potential drawbacks of using Indonesian (for example, reducing student exposure to English). This awareness shows that they do not support the blind use of Indonesian; conversely, there may be other factors that shape their beliefs such as the teaching context and previous English learning experiences. This will be discussed in more detail below.

Teaching context

According to teacher in the interviews, this was one of the reasons why they need to use Indonesian language in their English classes.

My students did not lay a strong foundation in primary schools ... so they find English very difficult. ... They have experienced series of setbacks in their English learning journey; consequently, they are discouraged and demotivated.

Previous L2 experience

Another teacher in the interview talk about their previous English language learning experience was critical in shaping their beliefs. For example, one of the teacher described:

When I learned English language, my teacher used it throughout the lessons. I was very lost. I could learn nothing. That's why I sympathise with my students very much, and understand ... how they feel when learning a second language. ... We teachers are often very successful English language learners; so, we tend to overlook or underestimate how challenging learning English can be for some students, and forget the obstacles we have gone through before we have

a good command of English. Students are actually very helpless if they could not learn anything out of the lessons.

Objectives of learning English: Wide exposure vs. learning the basics of English.

In the interview, teacher shared their deeper reflection regard to the objectives of teaching English to less competent learners: whether or not they should be exposed widely to English language or they should grasp the basics first.

To me, for weaker students who are not very motivated, wide exposure is relatively not as important as knowing the essentials of the language ... [because] without mastering the fundamentals, one cannot be benefited greatly from exposing widely to English.

The teachers also pointed out that sometimes there is no choice for them and their colleagues of not using Indonesia language to some extent. It is because if Indonesian language were not to be used, little learning of English language would take place, and some students might even develop hatred towards their study. Either one of these might be disastrous enough to hinder and limit their English language development for future learning and success.

Teachers' Attitude Towards the Use of Indonesian Language in English Classes

The second research question aims to gain an understanding of the English teachers' attitude in concerning the use of Indonesian language in the English language classes. The following findings from the questionnaires and interview that reflect the attitude of the use if Indonesian language in English language classes.

Table 4.2. Selected teachers' attitude towards the use of Indonesian language in English language classes

	Strongly Disagree (1)	Disagree (2)	Agree (4)	Strongly Agree (5)
1. If I find that some of my students are lost, I will use Indonesian language to repeat what I have taught in English before.		9,1%	63,6%	27,3%
2. I use Indonesian to explain a language point when all the other teaching strategies in English fail to work for my students.		9,1%	72,7%	18,2%
3. It is useful for me to use Indonesian language to draw my students' attention to important English grammar points.		18,2%	27,3%	54,5%
4. I use Indonesian language to maintain discipline in my classes.		9,1%	45,5%	36,4%
5. Using Indonesian language in class helps me build up a good rapport with my students.		18,2%	63,6%	18,2%

In general, teachers had slightly positive attitudes toward the use of Indonesian language in English language classrooms. The surveyed and interviewed teachers indicated that judicious and limited use of Indonesia language was beneficial and could play a significant role in facilitating learning English as a foreign language. However, excessive use of Indonesian language might minimize students' exposure to the

English language and limit their opportunities to practice it. There are several factors that shape their attitude such as Indonesia language as a pedagogical device for clarification, Indonesian language to establish rapport, and course level as a factor in determining the degree of Indonesian language use. This will be discussed in more detail below.

Indonesia Language as a Pedagogical Device for Clarification

Teachers indicate that they employ L1 as a teaching tool for explaining aspects within the classroom such as instructions, grammar, unfamiliar vocabulary and expressions. According to the data, Bahasa Indonesia is used in the classroom in order to save time and avoid lengthy explanations in the target language and to avoid ‘interrupting’ the pace of their lessons.

For me it's much easier to return to Bahasa Indonesia. It is essential in some cases to explain some things in Bahasa Indonesia, because even if you give examples or do pantomime there are certain grammatical points that are very difficult for students to understand in spite of similarities between the languages.

Indonesian language to Establish Rapport

Teacher believe it is necessary to speak in Bahasa Indonesia, in order to establish a connection with students at the outset. The following data exemplifies this:

Kind of bond, make a connection with their students...just like chit chat with them...like about the weekend or something... I want to ask them about what they did on a holiday weekend and I know they can't tell me in English, I'd ask and let them tell me Indonesian language like before the class or something.

There are times when I tell them jokes out of the blue or when class is over and I tell them “Class is over and I am going to tell a joke” and I use Indonesia language...there are silly jokes but most of them laugh and that is how I gain their trust.

Teacher coincide in the use Indonesian language to form a connection with students through the use of chitchat or jokes and they make a choice of language to establish rapport in her classrooms. In doing so she attempts to lower the students' affective filters to create a learning environment where they feel more at ease and have more confidence speaking and participating in class. Also worth noting is that teachers indicate the use of L1 for establishing rapport usually at the beginning or end of a class, which suggests that they perceive the use of L1 as a tool that can be used for different purposes at different times in the foreign language classroom.

Course Level as a Factor in Determining the Degree of Indonesian Language Use

While providing reasons as to why teacher used L1, an aspect that came up repeatedly was the level of L2. The students' language level seems to be important in order to determine the amount of L1 in class. Teacher agreed that the frequency of L1 use varied from one level to another, indicating that at lower (beginning) levels there was more acceptance of L1 in the classroom, while at higher levels they tended to prefer less use of L1.

Research Discussion

The results of this study show that, as far as the beliefs and attitudes towards Indonesian language use in English language classes are concerned. They do generally believe that the amount of English language use should increase substantially as

students' progress. This identification of the teachers can raise teachers' awareness of the relationship between beliefs and attitudes and classroom language use. It can also engage their reflection regarding the role of Indonesian language in English language classroom, as well as provide a common pedagogic language for teachers and educators to share and discuss issues from different contexts and cultures. Their contrasting beliefs and attitudes highlight the complexity of the issues concerning the use of Indonesian language in English language learning and teaching. In other words, there is no one single way to generalize or predict how individual teachers view this issue as the decision's teachers make are bound to the influence of multiple factors such as teaching contexts and previous English language learning experience.

L2 acquisition theories and teaching pedagogy have long emphasized the use of L2 in the classroom. According to Krashen (1982), for language acquisition to take place, learners must be exposed to enough comprehensible input. This echoes the views of some participants in this study that maximizing students' exposure to L2 is crucial to the development of their L2 proficiency. To create such an environment and make language learning meaningful and effective, it is suggested that teachers should familiarize students with processing and manipulating L2 as early as possible, and seize every opportunity to engage them in the use of L2 to, for example, ask questions or organize thinking. With adequate input provision, students can convert the input into intake, despite having difficulty understanding it at the beginning.

Whereas some participants in this study recognize the benefits brought about by the importance of exposure to English language, some suggest that teachers' appropriate use of Indonesian language can play a supportive and facilitative role in English language learning and teaching in such aspects as facilitating students'

understanding of grammar and abstract concepts, managing misbehavior and engaging attention, catering for learners' diversity, and saving time achieving learning objectives.

One of the common worries that supporters of maximal L2 use have is the unprincipled and unjustifiable use of L1 by the L2 teachers. Notwithstanding, the data collected in this study reflect that their use of Indonesian language may be systematic and purposeful; their use of Indonesian language does not seem to take place arbitrarily. For example, the teachers use Indonesian language when they feel that the students cannot understand the lesson. They therefore supplement their teaching with some L1 because they believe that L1 facilitates L2 learning and teaching (see Lin, 1991; Macaro, 2001; Tang, 2002). Moreover, when they find that the students are confused and anxious, they may use L1 to alleviate students' anxiety and establish a good rapport (see Atkinson, 1987; Lin, 1988; Rolin-Ianziti & Brownlie, 2002). What is different from the results yielded in previous studies is that the teacher participants surveyed in the present study are generally critical about the use of Indonesian language in the teaching of vocabulary, unless the words involve abstract concepts.

Most of the research cited above was conducted outside Indonesia. This raises two important issues. First, most non-native L2 teachers may face the same dilemma of whether or not they should employ L1 in the L2 classrooms. Second, switch the language in language classrooms is not a unique phenomenon that exists exclusively in Indonesia, but universal. For example, Liu et al. (2004) conducted their research in South Korea, Rolin-Ianziti and Brownlie (2002) in Australia, and Tang (2002) in China. Thus, drawing on the results obtained in this study, in reality, the current EDB's

clear-cut policy of language use in L2 classrooms might seem to have underestimated the complexity of the MOI issues concerning teachers' teaching and students' learning.



CONCLUSIONS

This research investigates the beliefs and attitudes of some private madrasah Aliyah English teachers towards the use of Indonesian language in English language classes in Malang, and the results obtained have addressed the two research questions outlined. While it is found that the majority of teachers do acknowledge the use of Indonesian language in English language classes, at least to some extent, its pedagogic value in terms of facilitating students' understanding of the lesson, giving feedback, building rapport, catering for learners' diversity and so on. Although the results may not be sufficient to claim that teachers' use of L1 has direct benefits on students' English language learning and acquisition, it can be argued that their learning can be assisted and facilitated by the creation of an affective learning environment which could encourage greater participation, leading to the improvement of English language. While recognizing the drawbacks brought about by the use of Indonesian language (e.g., students' greater dependence on Indonesian language and reduction of English language exposure), it is noted that the merits outweigh the demerits, especially in contexts such as where students' English language proficiency, learning attitude and motivation have much room for further improvement.

Having said that, the researcher not suggesting that teachers should overuse Indonesian language in their English language teaching. What is being called for is the principled, justifiable and pedagogic use of Indonesian language, informed by the learning needs of the learners and limitations imposed by such contextual factors as limited class time and tight teaching schedule. There is fundamentally no dispute over whether or not English language use should be maximized in classrooms, especially in EFL contexts like Indonesia where English language lessons are the only time

students are exposed to English language. As long as a balance is struck between the use of Indonesian language and English language, they can be seen as complementary, rather than mutually exclusive. In other words, “teachers need to cultivate the most effective L1 use while ensuring that it simultaneously meets students’ needs and maximizes their learning” (Shimizu, 2006, p. 81). For example, teachers can expose students to as much English language as possible while synchronously ensuring accurate understanding and interpretation.

A possible implication drawn from this research is that teachers should be encouraged to reflect on their classroom language use so that their awareness and understanding of the MOI issues regarding the roles L1/L2 play in classrooms can be raised and deepened. Also, despite being likely to be systematic and purposeful, teachers should be aware of how much Indonesian language would be appropriate based on their unique classroom context and in what way Indonesian language may not work as efficiently as English language.

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